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ABSTRACT

The main goals of this course are to have the student illustrate the relationship between food and the cultural, religious, and economic structure of various countries of the world; demonstrate how food habits of various peoples are influenced by locale, income, supplies, and seasons; and demonstrate skill in preparation of foods typical of various countries. The course emphasizes pleasure in the discovery of new ideas, customs, peoples, and foods and is intended for the student who has mastered the basic skills of cooking. Course contents include: world food patterns; a holiday tour; and foods of other lands, including material on England, Germany, Japan, France, Italy, Spain, and Scandinavian countries. Performance objectives are prescribed and contain suggested learning opportunities and resource materials. The guide also contains a bibliography. (RL)

ED 062 873

FOOD WITH A FOREIGN FLAVOR

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Home and Family Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Written by

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for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1971

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COURSE DESCRIPTION

Through a study of food customs and the preparation of dishes typical of many countries around the world, the student will be taking a cook's tour of other lands. This course will emphasize the pleasure in the discovery of new ideas, customs, people and foods.

COURSE ENROLLMENT GUIDELINES

The course is devised for the student who has mastered the basic skills and is interested in exploring the "art" of cooking. He or she should have accomplished the objectives of at least one quinmester course in food preparation and have a good foundation in cooking principles.

RATIONALE

Many of the unique differences among people of various backgrounds are reflected in their food habits. Often misconceptions about people of other nationalities may be averted and differences better understood through increased knowledge. Through the study of food habits and customs a greater appreciation for varying traditions may evolve.

FOREWORD

This course of study has been developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. The wealth of activities and resources are intended to be examples from which the teacher can select those that best meet the needs of the students. To facilitate continuity it is recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid in future revision.

In this particular course of study, due to the time limitation, it is suggested that only four of the seven countries be chosen for class work with either the student or teacher making the selection. An alternate plan might be for individual students or groups of students to work independently on various countries resulting in a presentation to the class.

MAIN GOALS

1. The student will illustrate the relationship between food and the cultural, religious and economic structure of various countries of the world.

2. The student will demonstrate how food habits of various people are influenced by locale, income, supplies and seasons.

3. The student will demonstrate skill in preparation of foods typical of various countries.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Relate food selection and habits of people to customs, geography and supply of food.

2. Develop an understanding of today's challenge of feeding a world population.

3. Describe and compare holiday foods and customs of the world.

4. Relate British food habits to the philosophy and customs of the British people.

5. Demonstrate the German way of preparing and serving foods.

6. Describe the Japanese style of cooking in contrast to the Chinese and Hawaiian style.

7. Demonstrate French methods of preparing foods.

8. Cite typical foods and methods of preparing foods of Italy.

9. Compare the Spanish style of cooking to the Mexican style of food preparation.

10. Cite evidence of the influence of climate and geographical location on Scandinavian foods and customs.

COURSE CONTENT

I. World food patterns

A. Food habits
B. Food problems
C. International food help organizations

II. Holiday tour

A. Christmas customs
B. Comparison of holiday foods of many lands

III. Foods of other lands

A. England
   1. Food customs
   2. Meal patterns
B. Germany
   1. Food customs
   2. Meal patterns
   3. Typical German methods of preparing food
C. Japan
   1. Food customs
   2. Meal patterns
   3. Comparison to China and Hawaii
D. France
   1. Customs
   2. Meal patterns
   3. Principles of French cooking
E. Italy
   1. Customs
   2. Typical foods of Italy
F. Spain
   1. Philosophy of eating
   2. Customs
   3. Comparison to Mexico and Cuba
G. Scandinavian Countries
   1. Customs
   2. Smorgasbord
   3. Table arrangements

BEHAVIORAL OUTCOME:. 1. Relate food selection and habits of people to customs, geography and supply of food.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Understanding food selections and habits of people can help dissolve misunderstanding of people of different lands. Some factors which form food habits: Available food Parent's habits Family customs or nationality	Buzz session: Identify the various food habits practiced by peers. Taste session: Bring to class samples of a special food often eaten at home. Deduce how food preferences are developed and possible reasons why one person may like foods such as liver and another may not. Analyze food preferences of a typical adult and a child. Compare. Cite factors which determine types of foods eaten by people. Brain storming: Cite phrases such as "Eat everything on your plate or you won't get dessert", or situations using food that demonstrate the emphasis on food of the people of the United States. From readings or T.V. watching, identify foods eaten by people in other lands. Deduce why these evolved into food habits. Research how food is used in the United States to demonstrate hospitality and friendliness. Compare to other countries.	People, Food and Science pp. 27-43 Pamphlet: Our Cooking Heritage Filmstrip: American Heritage of International Cooking

BEHAVIORAL OUTCOME: 1. Relate food selection and habits of people to customs, geography and supply of food. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The basic food patterns are: Aminal food--Eskimos, Lapps Plant foods--Asia, Eastern Europe Both--Europe, Australia, Canada, Africa, North and South America	Cite the three basic food patterns of the world. Chart areas using each type. Deduce reasons for the three types. Cite examples of the effect of the following on food preferences: Religion African tribal beliefs Superstitions Research history of dishes such as sukiyaki, chow mein. Research type of eating utensils used in various countries. Relate how these reflected types of foods eaten. Field trip: Visit import-export retail store. Prepare and bring to class dish that represents student's nationality. Deduce how the 19th century Industrial Revolution affected food production.	Foods and Nutrition Hunger, U.S.A. Bulletin Board: "Foods Common to Countries of the World"
Industrial Revolution increased food by: Machinery Fertilizers Insecticides New breeds of plants and animals		

BEHAVIORAL OUTCOME: 2. Develop an understanding of today's challenge of feeding a world population.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The most serious problem of the world is malnutrition. Undernutrition, the lack of quality food, occurs frequently in the U.S. in the teenage group. Some indications of malnutrition: Inability to concentrate Poor judgement Loss of self-discipline Moodiness	Interview a social worker. Cite food problems found in the United States and discuss possible solutions. Distinguish between malnutrition and undernutrition. Choose one topic and do some general reading and report findings to class: Groups in U.S. who tend to be malnourished Groups in U.S. who tend to be undernourished Physical signs of slight malnourishment Effect of environmental conditions on nutrition (Example: lack of iodine in soil causing goiter in some regions of U.S.) "Disasters" in the past which have damaged food crops Effect of protein on body size (Example: Increased height of today's Japanese youth) Effect of infant nutrition on intelligence Effect of teenage nutrition on health of future children Effect of war on nutrition (Example: Biafra) Use of food sources as a war strategy (Example: Biafra) Effect of inflation on dietary habits Effect of protein sources on a nation's economy Use the Basic Four to evaluate the typical diets of several countries Development of soybean mixtures and other meat substitutes New food stamp plan in U.S. Ocean as a food source Methods of preventing future famine	Filmstrip: Population and Food Resource people: Peace Corps VISTA Crew members from U.S.S. Hope

BEHAVIORAL OUTCOME: 2. Develop an understanding of today's challenge of feeding a world population. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Compare the typical caloric intake, amount of protein in diet and number of population involved with food growth in several countries. Formulate an hypothesis about the country's economy.	

BEHAVIORAL OUTCOME: 3. Describe and compare holiday foods and customs of the world.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A study of holiday foods can illustrate the wide variety of food habits and customs. Some Christmas customs adopted from Germany: Christmas tree — Puppets Baubles to decorate — Sweets Ginger bread houses — Toy giving Suggested Pretest: (from Journal of Home Economics, April 1971) What's Your *H.Q? (*Holiday Quotient) To find out, match the holidays with the countries that celebrate them. 1.-Boy's Day — A. Italy 2.-Cricket Festival — B. Denmark 3.-Fastelann — C. Ghana 4.-Outdooring Ceremony — D. Canada 5.-Boxing Day — E. Japan 6.-May Day — F. Madeira G. Austria Answers: 1E, 2A, 3B, 4C, 5D, 6F, G	Research and make brief reports on: Traditional foods used for holidays in Rome Origin of holidays German Christmas foods that have been used for many years Christmas customs which have been newly adopted in Germany Christmas traditions of Scandinavian countries such as Sweden's festival of "Little Yule" Decoration of foods for holidays The origin of Santa Claus Identify countries which practice these traditions: Pinatas Oldest daughter prepares Christmas breakfast Activities start as early as October for Christmas Cakes are made and hidden during 8 days before Christmas Yule log originated here Hot cross buns at Easter Describe more about these traditions. Compare the main dish prepared for Christmas dinner in various countries. Bulletin board: "Holiday Foods of the World" View a display or participate in the making of Christmas decorations from around the world. LABORATORY: Prepare Christmas desserts or holiday cookies from various countries.	Family Holidays Around the World Holiday Cookbook pp. 257-269 The Cooking of Germany pp. 188-197 The Cooking of Italy pp. 53-54 The Cooking of the British Isles pp. 188-201 The Cooking of Provincial France pp. 183-195 Periodical: Forecast for Home Economics, December 1970 pp. F_{15} and F_{16}

BEHAVIORAL OUTCOME: 4. Relate British food habits to the philosophy and customs of the British people.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Staple foods of England were established by the Saxons by the 11th century: Meat — Ale Bread — Puddings Cheese — Pies Use of left-over foods are an important part of English cookery: Shepard's pie Bubble and squeak (mixture of piece of beef, potatoes and cabbage mixed and mashed together) Toad-in-the-hole Some foods used in the two most important meals of the day: Breakfast Steaming porridge Grilled kidneys Tomatoes Bacon or kippers Breads Tea Sandwiches or biscuits(cookies) Cake, bun, crumpets High teatime Fish and egg snacks Bacon and eggs with potato cakes Bread Food eaten with beef as main dish: Joint of beef Yorkshire pudding Potatoes Green vegetables Rich, brown gravy Accompaniments--mustard, horseradish, sauce Plum pie with cream	Read to obtain an understanding of British food habits and customs. Include such topics as: History of English cookbooks Types of foods available Staple foods used by the Anglo-Saxons in the 11th Century The relationship of English Sunday lunch to the importance placed on the family unit How "thriftiness" is shown in English cooking A comparison of Tea Time to High Teatime The favorite snack of the British British use of dairy products Comparison of English cooking of fish to German English influence on food habits of U.S. English use of the term "pudding" Laboratory: Plan and prepare a typical British breakfast Observe a student demonstration of the proper method of preparing tea. Home project idea: Plan and prepare a typical dinner using roast beef as the main course. Bulletin board: Typical British foods eaten in the United States Laboratory: Invite mothers to an English Tea	The Cooking of the British Isles pp. 8-69 People, Food and Science p. 431 General Foods Kitchen Cookbook pp. 147-148 Foreign Foods pp. 11-28 Good Housekeeping Continental Cookbook Woman's Day Encyclopedia of Cookery pp. 619-627 The Delectable Past pp. 43-59, 181-197 Periodical: Gourmet, June 1968 p. 24 Gourmet, May 1968 p. 43

BEHAVIORAL OUTCOME: 5. Demonstrate the German way of preparing and serving foods.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Some national German characteristics expressed through food: Chefs not wasting time with frivolous dishes such as pastry Out-door people, skiers, seeking a hearty meal Some foods common in the German diet: Pork — Fruit Veal — Nuts Variety meats — Sauerkraut Sausage — Potatoes Sour milk — Deer German meal pattern: Breakfast--rolls, eggs Second breakfast (9-10 o'clock)--Sandwich Dinner (mid-day, main hot meal)--Soup Meat dish Vegetable Salad Fruit dessert Beverage Social Snack (mid-afternoon)--coffee Supper--light	Through reading or class discussion obtain a knowledge of: Foods of Germanic tribes in past history Expression of German national characteristics through food Effect of World War II on German agriculture Effect of the Common Market on the food habits Staple foods of German families today Typical meal patterns Relationship of boundries, climate and location on food habits Unique use of fruit by Germans Soups in the German diet Plan a menu which would be an example of a typical dinner. Identify: Konditoreien, Reibekucken, Molkereien, Kiosks, Kuchen. Relate how these reflect the German diet. In a few words, describe the flavor of German cooking. Find recipes for German breads. Identify what makes them distinctly German. Indicate breads American people have adopted from Germany. Make a taste test to: Compare sauerkraut used in United States to German type of sauerkraut. Explain how sauerkraut is made.	The Art of German Cooking Good Housekeeping Continental Cookbook People, Food and Science pp. 444-447 General Foods Kitchen Cookbook pp. 124-125 Woman's Day Encyclopedia of Cookery p. 793 Foreign Foods p. 96 Encyclopedia Britannica p. 351 The Cooking of Germany pp. 8-22, 29-43 Periodical: Gourmet, May 1968 p. 31

BEHAVIORAL OUTCOME: 5. Demonstrate the German ways of preparing and serving foods. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Typical food variations: (Specialties differ with each region) Northern belt sandy region producing potatoes and sugar beets Southern region has robust one-dish combinations Bavaria--dumplings and white sausage Frankfurt--cheese and asparagus Rhineland--sauerbraten Border line sections adopt foods of neighboring countries Some methods of preparing meats: Meat marinated in butter milk Braten--roast of pork, veal or beef Schnitzel--cutlets Combination ground beef, veal and pork Goose	Observe a display of spices and herbs used frequently in Germany. Home Project: Compile recipes with "sweet and sour" flavor combination. Prepare one at home. Buzz session: Foods in the American diet adopted from Germany. Identify areas in U.S. most affected by German food habits. Compare German method of cooking fish to Swedish and Italian. Describe popular ways fish and meat are prepared and served in Germany. Investigate the lore of "the Spargel phenomenon"--The King of Vegetables. Laboratory: Prepare potatoes in several ways typical of Germany.	

BEHAVIORAL OUTCOME: 5. Demonstrate the German way of preparing and serving foods. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Some foods a tourist would encounter in Germany: Sauerbraten Sausage--sliced, spread, fried or poached Marinated meat Grated potatoes Thick soups Fish	Cite the important beverages used in Germany. Deduce the importance of these beverages and how they express the general way of life. Cite foods which are found in German delicatessens. Observe a guest speaker prepare a typical German dish. Identify types of food a tourist might eat while traveling in Germany. Laboratory: Plan and prepare a buffet using food eaten by Americans but originally from Germany. Experiment with shaping marzipan.	Guest Speaker: German parent or teacher

BEHAVIORAL OUTCOME: 6. Describe the Japanese style of cooking in contrast to the Chinese and Hawaiian style.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Some geographical influences upon the food of Japan: Japan is surrounded by sea. Mountain waters irrigate low-land rice fields. Some characteristics of Japanese foods and serving of food: Rich variety of ingredients Attention to beauty in dishes and arrangement of dishes Light flavor Attractive arrangement of food Variety in color, texture and shape of food Some characteristics of Japanese cooking: Quick cooking Foods cut into bits or thin strips Open fire cooking (hibachi) Deep fat frying Shish kabobs Nabe Ryori (cooking at the table)	Research: Relationship between Japan's geography and food habits How rice is involved in Japanese religion Influence of World War II on foods eaten in Japan Average costs of food monthly in Japan Analyze Japanese recipes and pictures of Japanese foods. Cite characteristics which makes Japanese foods unique. Look through Japanese cookbooks to discover: Typical Japanese style of cooking Typical seasonings used Meal planning rules evidenced Typical methods of meat preparation Comparison of Japanese method of cooking rice to American and Spanish Methods of serving Give examples of methods of Japanese cooking frequently used in the United States.	Good Housekeeping Continental Cookbook Practical Japanese Cooking Woman's Day Encyclopedia of Cookery pp. 970-976, 396-403 Foreign Foods pp. 30-58, 187-198, 256-268 People, Food and Science pp. 456-473 Foods and Nutrition p. 26 Japan pp. 62-63 Trader Vic's Pacific Island Cookbook pp. 93-109 Life Picture Cookbook pp. 48-51 Fruits of Hawaii pp. 26-176 Cooking of China Japanese Cooking

BEHAVIORAL OUTCOME: 6. Describe the Japanese style of cooking in contrast to the Chinese and Hawaiian style. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Some popular foods: Tempura--fish or vegetable dish covered with dough Rice instead of noodles and bread Seasonings--MSG, curry, soysauce Seaweed The Chinese have integrated food with philosophy: Nourishment of the body for a happier and longer life was considered most important. Ingredients and condiments must result in an harmonious mixture of dishes. Cooking is an art in which the chef is free to create.	Identify: Monogolian stove, tea ceremony dishes, dashi. Deduce how these represent the country. Deduce how some Japanese foods may be an indication of foods of the future. Plan a meal incorporating a Japanese dish. Describe the philosophy of eating of the Chinese. Cite examples of foods expressing this philosophy. Cite how the climate of China has affected the basic food of the various sections of China. Plan a meal pattern showing typical Chinese foods. Deduce how the poor people's diet of China differs. Cite the five main methods of preparing Chinese food. Indicate the nutrient added through the Chinese practice of adding soybean or peanut oil to food when cooking. Deduce what techniques of cooking in the United States were adopted from Chinese cooking.	Newspaper: Miami Herald,"Tropic" March 28, 1971 pp. 30-31 Pamphlet: The Art and Secrets of Chinese Cookery Film: Hawaii--The Sugar State The Art and Secrets of Chinese Cooking

BEHAVIORAL OUTCOME: 6. Describe the Japanese style of cooking in contrast to the Chinese and Hawaiian style. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The five main methods of cooking Chinese food: Sauteing Red cooking Deep fat frying Steaming Roasting	Relate the Chinese philosophy to methods of serving meals and setting table. Laboratory: Prepare a typical Chinese meal using convenience foods. List Chinese dishes and cite a similar dish used in the United States. Example: Egg foo yung is like an omelet. Plan a Luau which would include typical Hawaiian foods and meal patterns. Research fruits and recipes for fruit used in Hawaii. Laboratory: Prepare a fruit common to Florida in a typical Hawaiian method. Indicate principles of cooking used. Compare and contrast Chinese, Japanese and Hawaiian foods and methods of cooking. (This might be accomplished through a buffet laboratory.) Take a field trip to a Chinese, Japanese or Polynesian restaurant. Evaluate its authenticity from what class has learned.	Fieldtrip: Japanese, Chinese or Polynesian restaurant

BEHAVIORAL OUTCOME: 7. Demonstrate French methods of preparing foods.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Possible French meal pattern: Breakfast Pastry Coffee Dinner (family gathers at 12-2) Hors d'oeuvre Main course (meat dish) Vegetable or salad Dessert (cheese or fruit) Bread (eaten throughout meal) Supper Soup Dessert Some French words commonly used on menus: A la carte Au gratin Saute' Roquefort	Relate the philosophy of family life to food habits in France. Read references and look through French cookbooks to discover: Typical French meal pattern Influence of King Louis XIV on the style of French cooking Typical dinner menu Types of food markets available Typical spices Importance of blending and complementing flavors Compare Haute Cuisine to Bourgeoisie cookery. Investigate the organization and production of food in a French restaurant. Indicate reasons why countries such as France, Spain and Great Britian fought for centuries over the control of the spice trade. Find pictures of American food which originated in France. Laboratory: Investigate the use and importance of hors d'oeuvres in France. Find and prepare recipes that would be typical French hors d'oeuvres. Invite to class student who has visited France to discuss the food habits. Observe a display of cookbooks written in French. Ask a French student to translate.	Foods and Nutrition pp. 57, 158-167 People, Food and Science pp. 486-494 The Delectable Past pp. 60-93 France pp. 89-97 The Cooking of Provincial France pp. 130-150 Foreign Foods pp. 70-94 The Complete Round the World Meat Cookbook pp. 441-445 Good Housekeeping Continental Cookbook Pamphlets: A Glossary of French Foods and Cookery Periodicals: Gourmet, May 1968 p. 29 Gourmet, July 1969 p. 18

BEHAVIORAL OUTCOME: 7. Demonstrate French methods of preparing foods. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Some frequently used French dishes: A la grecque--vegetable cooked in a marinade and served cold--shows variety in use of vegetables Terrine maison--meat loaf and livers--frequent use of variety meats Poule-au-pot--chicken dish--French develop many unusual ways of preparing chicken since they traditionally could not afford much meat Cassoulet--stew with beans--a typical meat dish Typical meal with cassoulet: Cold oysters Green salad Cassoulet Fruit	Investigate the importance of: a' la grecque, terrine maison, boguette, poule-au-pot, cassoulet. Laboratory: Plan and prepare a meal around a cassoulet. Define the word salad as the French use it. Cite and define French rules for preparing salads. Cite French "keys" for delectable vegetables. Observe a teacher or student demonstration of the basic principles in making Hollandaise Sauce. Compare the French source of obtaining carbohydrates to German...American...Italian. Taste test cheeses from France. Compare French cuts of meat with American. Investigate most popular methods of cooking meats. Cite meat dishes that would be considered speciality dishes in France. Laboratory: Prepare several sauces to be used on two foods. Evaluate. Develop a menu using favorite.	Film: The Art of French Cooking

BEHAVIORAL OUTCOME: 7. Demonstrate French methods of preparing foods. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Some foods important in the French cuisine: Truffles--herb used in many dishes Barledue--currant jellies Bouillabaisse--fish soup Pâte' de foie gras--goose livers ground into paste Fraises des bois--tiny strawberries Escargots--snails Agneau pre'sale--lamb possessing a unique flavor	Describe these French foods: Truffles, barledue, bouillabaisse, pâte'de foie gras, fraises des bois, agneau pre' sale, escargots. Relate how these reflect French ideas of food. Deduce how French cooking is similar to Japanese. Research French recipes made frequently in United States restaurants. Example: Beef Bourgingnon FHA girls prepare French desserts for refreshments for a meeting. View The French Chef on television. Take a field trip to a French restaurant for lunch.	Television show: The French Chef Field trip: French restaurant

BEHAVIORAL OUTCOME: 8. Cite typical foods and methods of preparing foods of Italy.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The Italian philosophy: Italian dishes depend upon the excellence of things that go into them. Italian food is bright. Italian foods have a distinct taste, each ingredient harmonizing but not confused with each other. Roman foods still used today: Polenta Fruits--apples, apricots Pigs--mutton Cheese cake Cheese Tomato Rice Field birds	Research these statements: "Italian cooking is the Mother Cuisine of Europe," "Good cooking begins in the market in Italy". Through reading or class discussion obtain knowledge of: Roman cuisine still incorporated into Italian cuisine today Misconception of the type of food typical of Italy's diet shown by Italian restaurants in the United States Italian customs that have affected the way of life in the United States How minestrone, pasta, and antipasta reflect Italian cuisine Common qualities of the cuisine of Rome, Florence and Tuscany How the regions in Italy are reflected in pasta List foods that could be found in an antipasta. Cite Italian use of fish. Compare to other countries.	People, Food and Science pp. 494-499 Foreign Foods pp. 154-156 The Complete Round-the-World Meat Cookbook pp. 90-101 Instant Italian Cuisine pp. 9-34, 99-128, 163-182 The Cooking of Italy p. 69 Good Housekeeping Continental Cookbook Periodical: Gourmet, January 1969 p. 16 Film: Italian Cooking Filmstrips: Secrets of Seasonings from Five Countries The Versatility of Vegetables

BEHAVIORAL OUTCOME: 8. Cite typical foods and methods of preparing foods of Italy. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
General methods of preparing meats: Meat dishes take only a few minutes to prepare--thin steaks. Roasts that need little attention.	Cite the importance of vegetables in the Italian diet. List vegetables used frequently in Rome and surrounding areas. Find recipes that show popular methods of preparing vegetables. Cite use and importance of milk or milk products in Italy. Compare the method for making cheese in the United States to Italy. List basic characteristics of the typical methods used to prepare meats. Laboratories: Prepare homemade pasta. Use in a new dish. Prepare an Italian snack. Suggestion-- Cenei alla Fiorentina. Prepare an Italian buffet using antipasta as a complete meal. Plan several well-balanced menus showing the typical dinners of Italy. Invite an Italian teacher or parent to fix spaghetti in true Italian style. Order Italian food from a carryout. Evaluate its authenticity and quality.	

BEHAVIORAL OUTCOME: 9. Compare the Spanish style of cooking to the Mexican style of food preparation.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Many Spanish people had the philosophy: Eat for strength to dream of yesterday. Food nourishes men and warms him and protects him from the cold so he may be free to live and dream. Spanish food is not highly seasoned as shown by the flavorings frequently used: Saffron Paprika Garlic Differences of cooking in Spanish regions: Central region--roasting and hunting South--frying, gazpacho Central Eastern Coast--rice Madrid--melting pot for country's cuisine, rich Ingredients used throughout Spain: Olive oil — Eggs Garlic — Fish and shellfish Parsley — Wild game Almonds — Corn	Find evidence to prove or disprove the idea that Spanish food is highly seasoned. Research: Spices used in Spanish food Attitude of people of the central region of Spain concerning food Importance of agriculture to Spain Describe the 5 official meals of Madrid. Indicate how this represents the Spanish people and their ideas. Compare eating hours of Spain to those of the United States. Relate the Spanish Siesta to food habits. Using a map designating the regions of Spain, indicate differences in cookings of each. Find recipes to illustrate use of these foods. Read Don Quixote. List Spanish foods mentioned. Describe typical appetizers eaten in Spain. Explain the procedure of making and the importance of cocido. Indicate reasons why cocido with sausage has remained popular through the years. Compare cocido of the working class to higher classes. Cite foods and ingredients for recipes used that are common to all the regions of Spain.	People, Food and Science pp. 450-455 Good Housekeeping Continental Cookbook Foreign Foods pp. 200-242, 315-328 Trader Vic's Pacific Island Cookbook pp. 176-190 General Foods Kitchen Cookbook pp. 142-143 Don Quixote Spanish Roundabout pp. 15-32 Periodicals: Gourmet--October 1967 p. 18 Gourmet--December 1965 p. 29 Gourmet--May 1968 p. 41 Co-ed--April 1966 p. 45

BEHAVIORAL OUTCOME: 9. Compare the Spanish style of cooking to the Mexican style of food preparation. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Spanish people are weather conscious. In hot cities food must be light, digestable and thirst quenching. Gaspacho is a light, thirst quenching full meal.	Deduce how garlic soup (sopa de ajo) is typical of central Spanish cooking. Explain what gaspacho tells about the south region of Spain. Describe other dishes that indicate similar attitudes. Laboratory: Prepare a Spanish egg dish and serve as in Spain. Describe variables of paella. List constant ingredients. Cite foods frequently eaten in Spain that are rarely eaten in the United States. Scan cookbooks to find typical methods of preparing meat. Deduce Spanish uses of meat. Describe the influences of Indians and Spanish settlers on Mexican foods. Cite unusual foods found in the free markets of Mexico. Compare and contrast preparation of foods in Mexico and Spain. Speaker: Cuban student to discuss customs and prepare foods of Cuba. Visit a typical Cuban restaurant. Observe a display of cookbooks written in Spanish. Ask a Spanish-speaking student to translate.	Film: Mexican Foods--The American Way Guest speaker: Cuban student

BEHAVIORAL OUTCOME: 10. Cite evidence of the influence of climate and geographical location on Scandinavian foods and customs.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Water isolates many of these Scandinavian countries from the main continent: Denmark Sweden Finland Norway The dominance of salty or smoky taste, pickled or dried food was necessary for food preservation through the long cold winter in past history. Cod and herring are most popular since they are good for preserving. Danish meal pattern: Breakfast Coffee, bread, porridge(for the children) Lunch Smorgasbord Afternoon snack Coffee-rum-cake patties Dinner--6 o'clock Soup and pancakes or fish and boiled potatoes or minced pie with boiled potatoes and cucumber salad Fruit dessert 9 o'clock Smorrebord	Identify the Scandinavian countries. Relate typical food used in the Scandinavian countries to past history. City influence of geographical location and climate on traditional foods. Deduce why cod fish is called the "beefsteak of the sea". Cite how the use of fermentation of foods has been important to Scandinavian countries. Defend this statement, "The Danes live to eat". Describe the Danish meal pattern. Compare to Norway. Cite foods imported from or adopted from Denmark. Describe the Scandinavian cuisine in one statement. Cite most popular foods typical of the Scandinavian countries. Read a story about Smorgasbord. Become familiar with food terms used in Smorgasbord. Find recipes for a Smorgasbord. Find a category of foods not widely eaten in Denmark. Deduce why. Describe flat bread.	All the Best in Scandinavia pp. 296-297, 300 The Art of Danish Cooking pp. 9-15 Good Housekeeping Continental Cookbook Foreign Foods pp. 282-314 Cooking the Scandinavian Way The Cooking of Scandinavia pp. 9-29 Woman's Day Encyclopedia of Cookery pp. 535-545, 1785-1793 People, Food and Science pp. 474-484 General Foods Kitchen Cookbook p. 156 Pamphlet: Around the World Cooking with Electric Housewares p. 22 Periodical: Gourmet, July 1968 p. 8

BEHAVIORAL OUTCOME: 10. Cite evidence of the influence of climate and geographical location on Scandinavian foods and customs. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Scandinavia cuisine is natural and incomplete as shown by these typical foods: Fish, pork and poultry Cheese Beets, potatoes, cucumbers and cabbage Dill, parsley, horseradish Apples, almonds Cream and butter Sauces Vegetables and salads still are not well liked since the climate prevented their growth in past years. Noodles are another food rarely used in Scandinavian countries. Potatoes appear at every meal in one of the following forms: Boiled Browned with sugar and butter Potato chips	Compare hors d'oeuvers of the Scandinavian countries to those used in France. List five typical dishes of Sweden. Find examples of the Danish use of potatoes. Compare Norwegian method of preparing meats to Danish method. Cite principles of meat cookery used. Cite unusual meats eaten by Norwegians. Describe Norway's Two-in-One dish. Compare Dane's Smorrebord to Sweden's Smorgasbord and Finland's Voileipapoyta. Deduce from recipes types of flavorings used in dishes of the Scandinavian countries. Laboratory: Prepare dishes which would be included in a typical Swedish Smorgasbord. Use table-setting typical of Scandinavian countries.	

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